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News Summary

Articles on inside pages

Scientists began the first federally approved test to transfer genetically altered cells into humans: Page A4.

Policy researchers are "shifting the terms of the debate" on women's issues: Page A4.

The head of the U. of South Carolina represents to many a new species of college president: Page A9.

Innovative colleges have learned that their new approaches can bring problems: Page A9.

Universities are finding that state courts and legislatures are looking anew at "sunshine laws": Page A13.

Odd alliances are being formed to lobby for funds from Congressional spending committees: Page A14.

Illinois's colleges were jubilant when a key legislator changed his mind about a tax increase: Page A14.

Congress plans to overhaul a job-training program to make it responsive to those who have the toughest time finding work: Page A15.

The Howard Hughes Medical Institute awarded $61-million to improve science education: Page A19.

A community tried to stave off "Doomsday" by bidding for a local campus at auction: Page A19.

College health officials are reporting dramatic increases in the number of students with H.P.V., a sexually transmitted disease: Page A23.

SECTION 1	Pages A1-40
Athletics	A24-26
Books	A7, 12
Business & Philanthropy	A19-22
Coming Events	A35
Computers	A12
Deadlines	A38
Deaths	A35
Fact File	A21
Gazette	A33
Government & Politics	A13-18
Grants	A20, 22
International	A27-32
Personal & Professional	A9-12
Scholarship	A4-8
Students	A23

SECTION 2	Pages B1-48
Arts	B6
Bulletin Board	B8-47
End Paper	B48
Opinion & Letters	B1-5

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SOME AMERICANS DELAY VISITS

As Beijing Protests Continue, Solidarity Is Shown in U.S.

Students in Beijing's Tiananmen Square (*left*) continued their protest last week, playing Beethoven's Fifth Symphony over loudspeakers to keep up morale. But leaders of the demonstration were divided among themselves over how to proceed.

In the United States, thousands of Chinese students took to the streets in a show of solidarity with the uprising in their homeland. Meanwhile, some American administrators, faculty members, and students postponed plans to go to China.

- Some of the students in Beijing advocated beginning a dialogue with the government; others said they wanted to continue their protest: A27.
- Chinese students in the United States mounted a well-organized and effective campaign of support from coast to coast: A29.
- Some Americans who went ahead with plans to go to China thought the situation would normalize soon or did not fear for their safety: A31.

Growth in Corporate Aid to Public Colleges Has Many Private Institutions Worried

By LIZ McMILLEN

A growing share of the corporate philanthropic dollar is going to public colleges and universities, a fact that has many private institutions worried about what they see as an erosion in their support.

Corporate giving to four-year public colleges has grown steadily over the years. In 1987-88 they garnered slightly more than half of all the money that corporations gave to higher education.

In the same year, when the stock-market crash dampened overall giving to higher education, corporate gifts to public colleges rose by 8 per cent, while private colleges saw a 6-per-cent decrease.

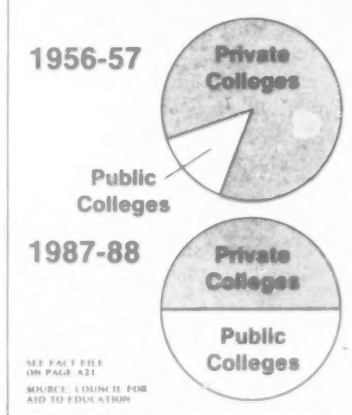
Those trends are a major change from 25 years ago, when public institutions received less than a third of total corporate giving, according to the Council for Aid to Education, which collects information about voluntary support of higher education.

Public colleges, which have become aggressive and sophisticated fund raisers in recent years—and not just for business donations—welcome the flow of corporate dollars to their campuses. They say it's about time that corporations noticed that the "publics" educate a large share of the corporate workforce and conduct research of vital interest to business.

Their private counterparts are not

Continued on Page A21

Public-Private Share of Company Giving



SEE FACT FILE ON PAGE A21

SOURCE: COUNCIL FOR AID TO EDUCATION

Kentucky Case Shows Cooperation With NCAA Can Head Off Harshest Penalties; Reform of Big-Time College Athletics a Subject of Growing Concern in Congress

Concern in Congress

By DOUGLAS LEDERMAN

WASHINGTON

The administration of college sports, a traditional domain of universities and their sports-governing bodies, is a subject of growing scrutiny in Congress.

The Congressional concern appears to be fueled by an increasing public sense that big-time college sports are plagued by fundamental problems.

It has led legislators to hold two hearings this month on the role of sports in higher education, and to introduce bills that would require colleges to publish the graduation rates of athletes and other students. Most lawmakers say, however, that it is too early to tell whether all the interest will translate into a push for more substantive federal action. That depends in great part, they say, on the extent to which universities and governing bodies such as the National Collegiate Athletic Association work on their own to make changes.

"We do not want the federal government to intervene inappropriately in higher education—we haven't in the past and we don't want to now," said Rep. Pat Williams, the Montana Democrat who heads the House Postsecondary Education Sub-

Continued on Page A24

NCAA penalties

By SUSAN OBERLANDER

The penalties levied by the National Collegiate Athletic Association against the University of Kentucky's men's basketball program this month offer the strongest proof yet that universities can avoid the association's harshest penalties if they cooperate with N.C.A.A. investigators, college-sports officials said.

By conducting a rigorous internal inquiry, admitting that it had violated some rules, and forcing the resignations of top sports officials, Kentucky was granted

Continued on Page A24

MARGINALIA

Sign on a classroom door at Memphis State University:

"UNPH 4200 Intel. Life in the Universe (Dr. Shugart) has been cancelled today. Have a nice spring break."

How *can* we, after news like that?

■

A postcard announcing a luncheon of the Dartmouth Club of Greater Miami announces that the speaker will be the "football couch."

■

Notice in *Creighton Today*, a newsletter at Creighton University:

"Electrical power to the Creighton campus will be shut down at 10 p.m. this Friday. . . .

"All computer users on campus are reminded to turn off their computers Friday so they will not lose their memories."

It will take more than that, for *some* of us.

■

Thought for today, from the University of Illinois (Urbana-Champaign) *Daily Illini:*

"The biggest problem with sports today is not the moral fiber of the athletes who are involved in the long litany of scandals. The problem lies with us, the fans, who expect these players to shoulder the yolk of the super-human ideals that we force upon them."

And to do it without getting egg on their faces.

■

From the instruction sheet for participants in commencement ceremonies at Illinois Central College:

"INVOCATION BY MINISTER. Following the Invocation, men replace caps. Everyone is eated."

And nobody has even been *graduated*, yet.

■

From a letter to the editor of *Science:*

". . . A behavioral science concept incompatible with evolutionary biology is just as bizarre as a chemical reaction incompatible with basic physics would be. A social science 'principle' that is incompatible with known psychology is as wrong as a neurophysiology with impossible biochemistry. Chemists and neurophysiologists do not often make such erors, of course—their training guarantees it. . . ."

Which can't always be said of a journal's proofreader.

■

Ad in the New York *Times*, seeking a director of admissions for the Dalton School:

". . . The successful candidate will also have no outstanding managerial & interpersonal skills. . . ."

In a seller's market, who needs 'em?

—C.G.

In Brief

People's Park March Ends in Berkeley Riot

A torchlight march to commemorate the 20th anniversary of the People's Park protest in Berkeley, Cal., turned into a riot when about 3,000 youths set fires and looted stores along one of the city's main thoroughfares.

Six demonstrators and an unspecified number of police officers and firefighters were injured and 12 persons were arrested during the late-night rampage. The police said 28 businesses along Telegraph Avenue had been damaged and 10 were looted. Thousands of dollars' worth of merchandise was reportedly taken.

The incident was the latest in a series of recent protests at People's Park, which is owned by the University of California and may be developed into a student-housing complex. The march was organized by First Day of Spring, a local coalition of homeless people and others who want the site to remain a park.

In 1969, a riot broke out when police attempted to remove people living in the park. Then-Gov. Ronald Reagan sent in National Guard troops, who arrested more than 1,000 people.

Cornell Suspends Student in Computer 'Virus' Case

Cornell University has suspended Robert T. Morris, the 24-year-old computer-science graduate student who last fall brought a national computer network to its knees.

Mr. Morris, who has been on a leave of absence from Cornell since December, was suspended until the beginning of the 1990 fall semester. He was in his first year of graduate study.

Last month Cornell identified Mr. Morris as the creator of the computer program that kept reproducing and sending itself out over a national network until it clogged the circuits of some 6,000 computers on campuses and in research laboratories around the country.

The U.S. Department of Justice and federal officials have not yet decided whether to take legal action against Mr. Morris.

What They're Reading on College Campuses

		Previous Survey
1.	The Satanic Verses, by Salman Rushdie	1
2.	Yukon Ho! by Bili Watterson	2
3.	Chaos, by James Gleick	10
4	Love in the Time of Cholera, by Gabriel Garcia Márquez	—
5.	The Drawing of the Three, by Stephen King	—
6.	The Shell Seekers, by Rosamunde Pilcher	6
7.	Wildlife Preserves, by Gary Larson	—
8.	The Essential Calvin and Hobbes, by Bill Watterson	—
9.	Codependent No More, by Melody Beattie	—
10.	The Bonfire of the Vanities, by Tom Wolfe	9

The Chronicle's list of best-selling books was compiled from information supplied by stores serving the following campuses: American U., Baylor U., Bucknell U., Carleton College, Carnegie Mellon U., Case Western Reserve U., Central Michigan U., Denison U., Idaho State U., Indiana U., Kent State U., Lawrence U., Lehigh U., Mankato State U., Montana State U., Pennsylvania State U., Portland State U., Princeton U., Stanford U., Syracuse U., Tarrant County Junior College, Tulane U., U. of Alaska at Anchorage, U. of California at San Diego, U. of Hawaii, U. of Illinois at Urbana-Champaign, U. of Iowa, U. of Maryland–Baltimore County, U. of Missouri at Columbia, U. of Nebraska at Lincoln, U. of New Orleans, U. of Notre Dame, U. of Pittsburgh, U. of Puget Sound, U. of Virginia, U. of Washington, U. of Wisconsin at Madison, and Xavier U. (Ohio).

Reports covered sales of hardcover and paperback trade books in April.

UCLA Gets Court Order Restraining Protesters

The University of California at Los Angeles has obtained a temporary restraining order from a state court to prevent future demonstrations on the campus by an animal-rights group.

The order, issued by Superior Court Judge Dzintra Janavs, prohibits Last Chance for Animals from demonstrating on the campus. The group led a campus protest in April against U.C.L.A.'s use of animals in laboratory research; 20 of its members were arrested.

The complaint by the university said the behavior of the group's members had been "deliberately disruptive and malicious, and constitutes harassment, civic conspiracy, trespassing, and a violation of the civil rights of U.C.L.A. faculty" members. Two professors' homes were picketed by the group after its protest.

The order prohibits the group from picketing within 100 yards of faculty members' homes and from blocking any academic, administrative, or other facility on the campus. A hearing was scheduled for late last week on the university's request for a preliminary injunction against the group.

Accreditation Dispute Causes Graduation Delay

Officials of CBN University have postponed that institution's law-school graduation until the American Bar Association makes a final decision on whether to accredit the school.

The graduation of the 51 law students is now scheduled for June 30. The A.B.A. suggested that the university wait until the association's Section of Legal Education and Admission to the Bar meets on June 3. The CBN school's accreditation is expected to be on the agenda.

Third-year law students sued the A.B.A. in April, charging that their freedom of religion had been violated by the delay.

The law school lost its accreditation in 1986 when it moved from Oral Roberts University to CBN, which was founded by the television evangelist Pat Robertson. The A.B.A. cited financial concerns in delaying the school's accreditation.

Officials of the law school said they were optimistic that it would receive its accreditation.

Gettysburg Trustees Reject Fraternity Ban

Gettysburg College's Board of Trustees has decided to strength-

National Panel Calls for Overhaul of Training for School Administrators

By BEVERLY T. WATKINS

WASHINGTON

A national board representing 10 professional-education associations has sharply criticized the nation's 500 graduate programs in school administration and called for a complete overhaul of the professional preparation of principals and administrators.

In a report released here last week, the National Policy Board for Educational Administration called the graduate programs "irrelevant, outdated, and unchallenging." It recommended that universities revamp their curricula to include a common core of knowledge and skills that all educational administrators must have, and provide a core of full-time faculty members to teach it.

The board called for tougher admission standards for professional-preparation programs and for more vigorous recruiting of better-qualified candidates, including more members of minority groups.

'A Mainstream Proposal'

In the report, "Improving the Preparation of School Administrators: An Agenda for Reform," the board recommended that a doctoral degree in educational administration, along with one year of full-time academic study and one of clinical work, be required for certification and state licensure for school administrators.

"This is a mainstream proposal designed to attract good people to the field of educational administration," said David L. Clark, the board's executive secretary.

"Right now, most programs take what they can get. These are not the most able members of the teaching and education profession, and they are not a very diverse group," he said.

"Good people are attracted to good programs," said Mr. Clark, who is professor of education at the University of Virginia.

In its report the board said most candidates for school administration were "part-time students and full-time employees," which means that they crowd their courses into the shortest possible period and either arrange their clinical experience to fit their work schedule or skip it altogether.

'Inadequate and Banal'

According to the report, the usual grade for students is an A, not because they have reached established standards, but because "faculty have given up on holding tired, end-of-the-day students to typical graduate performance."

The report called these students' doctoral dissertations "methodologically inadequate and banal."

The report laid part of the blame for this mediocrity on institutional greed.

"The lucrative features of certification courses—high enrollments, low cost—have induced colleges and universities to offer random pieces of programs without adequate facilities or faculty," said the report. "Institutions with no other commitment to training in the education profession offer continuing-education courses in educational administration."

The report is available for $6.50 from the National Policy Board for Educational Administration, University of Virginia, Curry School of Education, 405 Emmet Street, Charlottesville, Va. 22903; (804) 924-0583.

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en the institution's Greek organizations, rejecting a faculty request to dissolve them.

Kenneth F. Mott, an associate professor of political science who led the faculty's fight, called the action by the trustees "disappointing."

The board approved a campus panel's recommendations aimed at better integrating fraternity and sorority members into the campus community and discouraging drug and alcohol abuse. The recommendations call for all beer taps in Greek houses to be dismantled.

The trustees also pledged to raise $10-million for campus improvements, $6-million of which would go to the student union.

In March 1988, Gettysburg's faculty voted 63 to 23 to ask the board to dismantle the Greek system.

Editors Pull Paper With Lewd Photograph

The editors of the student newspaper at the University of Massachusetts at Amherst stopped distribution of all copies of one day's issue this month when they discovered that a lewd photograph had been substituted for another before the paper was printed.

Some 7,000 copies of the *Daily Collegian*, distributed before the tampering was detected, were recalled. The newspaper has a circulation of 21,000.

The photograph of a naked man in a lewd position was substituted for one of the photographs in a full-page photo essay, the editors found.

In addition, an obscene cartoon strip was run in place of the newspaper's regular cartoon, *Yeast Head*.

Correction, Clarification

■ A table of faculty salaries (*The Chronicle*, May 3) contained incorrect information for Mississippi State University and for Parks College of Saint Louis University. For 1988-89, average salaries at Mississippi State are as follows: professor, $46,600; associate professor, $37,500; assistant professor, $32,700; and instructor, $23,900. At Parks, the salaries are $34,500; $29,100; $26,600; and $22,100.

■ An article on the federal budget blueprint for fiscal 1990 (*The Chronicle*, May 24) did not include complete information on spending cuts that must be made in the Stafford Student Loan program. The House must recommend cuts totaling $40-million, and the Senate must recommend cuts of $70-million. Representatives of the two houses must meet later this year to decide on the final amount to be reduced.

Berkeley to Revise Admissions Policies; Asian-American Bias Claims Addressed

BERKELEY, CAL.

A faculty committee at the University of California at Berkeley last week issued a new policy on freshman admissions that is designed in part to deal with claims in recent years of discrimination against Asian Americans.

The policy calls for the elimination of a category of "subjective criteria" for admission, a major change. Asian Americans had charged that the criteria were discriminatory, and the committee itself said they had "eroded public trust in the fairness" of the process.

The recommendations of the Committee on Admissions and Enrollment of the Berkeley Faculty Senate are expected to be implemented in the fall of 1991.

The committee's study grew out of complaints by Asian Americans and criticisms in previous reports, including that of another faculty panel earlier this year that found instances of bias against Asian Americans.

At the heart of the controversy were the "subjective criteria" under which 20 per cent of freshmen were admitted on the basis of, among other things, written essays, English-language proficiency, and completion of foreign-language courses. Asian Americans argued that such criteria favored white students.

The new policy calls for an increase to 50 per cent from the current 40 per cent in the proportion of freshmen selected on the basis of academic records alone. That also is expected to favor Asian Americans as well as whites, who compile higher grades in high school and achieve higher scores on the Scholastic Aptitude Test than other students.

Over all, the new policy "to a large extent responds to many of the criticisms" of Asian Americans, said Henry Der, executive director of the Chinese for Affirmative Action.

New Categories Proposed

The report also calls for a number of new categories for admission, which would give preference to socioeconomically disadvantaged students regardless of their ethnic or racial background, and to older students, a provision expected to favor women. But even in those categories, about half of the students admitted will be selected on the basis of their academic records.

The report said the university would continue to admit some of its minority students in a "special action" category.

The new policy "should now make it possible to attract a student body that is academically stronger than ever before at the same time it extends the process of diversification" in ethnic representation, the report said.

The report said a thorough review of the admissions policy was warranted because of the "ferocious" competition for admission. Last year, about 22,000 students applied to the Berkeley campus, and about 3,500 were accepted, the report said.

—JACK McCURDY

PORTRAIT

President Who Healed Campus Wounds at St. John's Finds His Own Physical Recuperation a Slow Process

BOB GRUBERT, ANNAPOLIS CAPITAL

William Dyal, Jr.: "I always thought the big word we all feared was 'cancer.' So when they said 'brain tumor' I was shocked and surprised. I wasn't as scared as I was sort of overwhelmed."

By COURTNEY LEATHERMAN

ANNAPOLIS, MD.

At the local Gold's Gym, strangers approach William Dyal, Jr., during his physical-therapy workouts to offer encouragement and tell him how much better he's looking.

Mr. Dyal says he could use the exercise equipment at St. John's College here, where he is president. But he prefers Gold's. "There's something about the anonymity of being out there," he says, "even though there are people at the gym who read the paper and say, 'You look better'—you know, the face—and that kind of thing."

A 12-hour operation last fall to remove a benign tumor from the right side of Mr. Dyal's brain-stem diminished his coordination, limited his mobility, and weakened his facial muscles. He had to learn to eat, walk, write, and talk again.

Seven months later, Mr. Dyal is still recuperating. He has been back on the job since January. He works five-hour days now—he says he runs out of steam easily. He hopes the weight training at Gold's will increase his stamina so he can get back to his usual pace by October.

Administrators at St. John's are patiently and confidently awaiting his full recovery.

College Was in Turmoil

St. John's was in turmoil before Mr. Dyal came on board three years ago, people here say. Internal conflicts had pitted faculty members against administrators, fund-raising efforts were weak, buildings were in disrepair, and the college was alienated from the community.

Administrators say Mr. Dyal has had a tremendous influence on the campus. Jeffrey A. Bishop, vice-president for advancement, credits him with boosting the spirit and the image of the campus by healing internal wounds and reaching out to the community.

Squeezed between the U.S. Naval Academy and Maryland's Capitol, St. John's has long been an enigma to people inside and outside the Annapolis city limits. The college has no intercollegiate athletics, departments, or curricular options. Students study only the "great books"—among them Aeschylus's *Prometheus Bound*, Machiavelli's *The Prince*, and Spinoza's *Theologico-Political Treatise*.

Mr. Dyal's witty and gregarious style, administrators here believe, puts townspeople at ease. But Mr. Dyal admits that some people in Annapolis still think the 400 students at St. John's are "weirdoes" who live "monastic" lives on the college's 30-acre campus. As part of an effort to dispel those myths, Mr. Dyal started a "Great Issues Series" of lectures, which have attracted as many as 500 local residents to participate in discussions on ethics in politics and journalism.

So when administrators did not see Mr. Dyal during his October-to-January absence, they were concerned—about his condition, and the health of the college.

"We rely on a handful of people to get things done," says Mr. Bishop, who helped run St. John's while Mr. Dyal was gone. "The president is critical in that mix. I'm sure if [his absence] had been significantly longer, the college would have suffered."

Mr. Dyal agrees. "There is truth to the story that a college president is someone who sits in a big house and begs."

"And that requires energy," he says. "It requires for you not to look like a freak. My hit-man stuff has been greatly diminished," he says of his fund-raising style.

"If I thought this were going to go on for a long time, a period of years, it would be a real problem."

Mr. Dyal thinks the small size of St. John's and its unique structure made his absence less difficult than it might have been at another institution or at a previous job. He came to St. John's from New York City, where he led A.F.S. International/Intercultural Programs for five years. Formerly the American Field Service, A.F.S. is an exchange program for students and teachers in 70 countries.

Mr. Dyal served as president of Inter-American Foundation for nine years beginning in 1971. He was a Peace Corps official for four years before that. Fluent in Spanish, he remains active in the International Commission on Central American Recovery—a private group aimed at carrying out Costa Rican President Arias's peace plan.

'I Was Sort of Overwhelmed'

Eight years ago, Mr. Dyal began to lose hearing in his right ear. That was before CAT scans had been developed, he says. His tumor went undiagnosed until last summer, when he was plagued with severe headaches, nausea, and dizziness.

"I had always thought the big word we all feared was 'cancer.' So when they said 'brain tumor' to me I was really shocked and surprised. I wasn't as scared as I was sort of overwhelmed."

"It's better that this happened to me here than in New York," he says. The support from the smaller Annapolis community is particularly important now. Although he lived with his wife at their South Carolina home after his surgery, they have had a "commuting marriage" for three years. Edith Dyal teaches at the College of Charleston and is earning a doctorate in education at Columbia University.

There have been times lately when he has missed the anonymity of New York, he says: "When the reporter from the Annapolis paper came in, my first feeling was, Do I really want to go through this?"

But, he says, "I have discovered that people read [that story] and are touched by it—they think of themselves and what happens to them. It's not an imposable situation, as long as you're surrounded by a good community of support and as long as you're willing to give yourself a chance.

"It doesn't have to be the end of everything."

Growth in Corporate Aid to Public Colleges Worries Private Institutions

Continued from Page A1

pleased with the development. To call attention to the issue, two groups of private colleges this month released a study that contends that corporate support favors public colleges over private institutions by a margin of 10 to 1.

A true picture of corporate support of higher education, the study argues, should take into account the portion of the companies' state and local taxes that benefits higher-education institutions. When corporate taxes and corporate gifts are combined, the study shows, public institutions received $11.2-billion in support in 1986-87, compared to $1.1-billion for private institutions.

The study, "The Corporate Investment in Higher Education," was released by the National Institute of Independent Colleges and Universities and the Foundation for Independent Higher Education, a fund-raising group.

The president of the institute, a research organization, says corporations should have a better understanding of where their money goes.

'An Interesting Polemic'

"What we need to examine is the total nature of corporate support of higher education," says the president, Richard F. Rosser, who also serves as president of the National Association of Independent Colleges and Universities, which represents the interests of private colleges and universities. "By looking at both gift and tax-generated support we see that corporations are not supporting public and private colleges on an equal basis."

Although fund raisers at public universities contacted by *The Chronicle* hadn't yet seen the study, some questioned whether it was fair to combine tax support with gifts. Private colleges receive tax support, as well, they say—a fact the study makes clear.

One official at a public university called the study "an interesting polemic," and said it didn't sound like a "legitimate" argument.

Mr. Rosser maintains that the study is not a distortion. "From the corporate viewpoint, where are taxes coming from? Out of profits. Where do corporate contributions come from? Out of profits. They both come from the same pool," he says.

Legitimate or not, the study reflects a growing concern among private colleges about a form of support they have relied upon for years. Although corporate gifts make up only about a fifth of overall giving to higher education, colleges say business gifts are important because they can make the margin of difference in their programs.

Worries Over Fixed Giving

Representatives of private institutions are especially worried about the shift because it comes at a time when overall corporate giving is leveling off. The stock-market crash and the restructuring of the economy mean that corporate philanthropy is becoming a "fixed pie," they say.

The purposes for which corporations give money are changing, too. Concerned about their own bottom lines, businesses are "targeting" their dollars to research or special training programs that can benefit them in some way. And with an eye on the future workforce, they are showing a growing interest in supporting pre-college education.

Like many fund raisers at private colleges, William McGoldrick, vice-president for institute relations at Rensselaer Polytechnic Institute, hopes corporations will step up their contributions to all colleges. "But in the sense that the corporate pie is finite, do I worry about the increasing sophistication of public institutions? Absolutely."

DOUGLAS GOSALSKI, FOR THE CHRONICLE

Richard F. Rosser: "What we need to examine is the total nature of corporate support of higher education."

OHIO STATE U.

Tom Tobin: "Public institutions are convincing corporations that not only do we need their support, we deserve their support."

GENERAL ELECTRIC FOUNDATION

Paul M. Ostergard: "It's strictly a matter of track record. It makes no difference whether it's a public or private institution."

Two Fund-Raising Leagues

To be sure, public universities are still not in the same fund-raising league as elite private institutions, which continue to get the lion's share of philanthropy. No public institution has yet attempted to top Stanford University, for instance, with its $1.1-billion capital-campaign goal, or the Johns Hopkins University, with a $600-million campaign goal. But the public institutions' goals, and their development operations, are by no means paltry.

Ohio State University has surpassed its $350-million campaign goal, with another year to go, while Pennsylvania State University is shooting for $300-million. Two recent campaigns—at the University of California at Los Angeles and the University of Minnesota—both raised well over $350-million. Six public institutions were among the top 20 institutions in fund-raising success in 1987-88, according to the annual survey of voluntary support released last month by the C.F.A.E.

Fifteen or 20 years ago, many public institutions didn't even have development staffs to speak of. But now they employ dozens of fund raisers who solicit alumni, foundations, and businesses; operate separate fund-raising foundations; and rely on the same sophisticated research techniques as private colleges.

"The public university is flexing its muscles like never before," says David Gearhart, vice-president for development and university relations at Pennsylvania State University.

All of that amounts to an intense scramble for the philanthropic purse strings, and nowhere is that more apparent than with the nation's corporations.

"As we get more professional, public institutions are convincing corporations that not only do we need their support, we deserve their support," says Tom Tobin, vice-president for communications and development at Ohio State.

In the past, businesses barred gifts to public colleges. "The assumption among corporations was that they were funding publics through their tax base and favored private colleges through their giving," explains Paul M. Ostergard, president of the General Electric Foundation.

Several changes altered that line of thinking. As examples, fund raisers at public universities point to the improved quality of education provided by their institutions, as well as to the swelling numbers of public-college alumni employed by businesses. The fact that public universities are the sites of major research projects is also a factor, they say.

The lines between "public" and "private"—at least in terms of financing—are blurring, as well. For a growing number of public research universities, support from the federal government and private sources is equal to or more than the support they receive from state governments. As a result, some public universities describe themselves as "state assisted," rather than state supported.

In addition, most private institutions depend heavily on the federal aid their students receive, and a growing number also depend on substantial student aid from the state.

Corporations have paid attention to those changes. In 1956-57, they gave four-year public institutions $10.5-million, or 13.8 per cent of their total donations, according to the C.F.A.E. In 1987-88, public colleges received $786-million, or 50.1 per cent of all corporate giving, while private colleges got $783-million, or 49.9 per cent.

"There's a real pressure, and we feel it from public institutions locally," says Rita Bornstein, vice-president for development at the private University of Miami, which has raised $467-million in a capital campaign. Although the university hasn't ever lost out completely because of the competition, "I think we've gotten less," she says.

"There have been a couple of corporations that have given to our campaign, and I'm trying to make the case that they should consider continuing their support after the campaign is over," Ms. Bornstein says. "It's a hard sell. They feel they've *done* the University of Miami. My argument is that we're the major research institute in the Southeast, and we deserve their support on a continuing basis. But I have to keep working on it, frankly."

Distinctions Are Now Irrelevant

Those who give away the money at corporations maintain that the distinction—in their eyes, at least—between public and private institutions is no longer relevant as they consider where to direct their grants.

The General Electric Foundation, for example, is pumping $35-million into new programs designed to help increase the number of women and minority-group members in the ranks of university faculties and to increase the number of inner-city students who attend college.

The foundation doesn't distinguish between public or private colleges, Mr. Ostergard says. 'It's strictly a matter of track record," he says. "It makes no different whether it's a public or private institution."

Likewise, the A.T.&T. Foundation tries to award grants that address special issues or problems, and it doesn't take into consideration the kind of institution receiving support, says Anne Alexander, vice-president of the foundation. A.T.&T.'s foundation gives about $15-million a year for educational purposes, a large portion of which is earmarked for projects in science and engineering.

"Obviously we recognize the distinction between public and private," says Ms. Alexander. "But what drives us first is what we're trying to do. I think people can sometimes lose sight of that.

"What also drives us is a limited budget," she continues. "All sorts of universities are asking for million-dollar-plus gifts. We just can't do it."

Even so, representatives of private colleges don't plan to sit by and watch their share of the corporate pie shrink further. Armed with their own "cases" for corporate giving, private colleges are earnestly trying to drum up more support from businesses.

The study released this month is one attempt to do just that. Copies of the survey will be sent to corporations, foundations, and possibly members of Congress.

The study argues that "it makes good economic, social, and public relations sense" for business to continue its strong commitment to independent higher education. Corporations should consider the following links between the independent sector and business, the study says:

- Independent higher education is a major industry, contributing billions of dollars to local economies and employing millions as faculty and staff members.
- 52 per cent of corporate executives, according to one survey, received their undergraduate degrees from independent colleges.
- Independent colleges provide "a bargain" to taxpayers by relying less on government support than do state colleges and universities.

New Sources of Money

"We can't rely on old ways of fund raising," says Francis J. Mertz, interim president of the Foundation for Independent Higher Education, an umbrella group of state and regional associations that raise money from corporations for private colleges. "If we're going to maintain a diverse system of higher education, something has to be done to increase funds to private higher education, insomuch as we deserve it."

Mr. Mertz and his colleagues do not advocate that corporations shift the bulk of their gifts back to private colleges, to the detriment of public institutions. In the best of all possible worlds, they say, corporations would increase their philanthropic support to all institutions.

But with no sure signs that corporations will do so—and with the U.S. economy still on shaky ground—most fund raisers agree that the competition for business dollars is here to stay. Everyone, no matter where they are, will have to run harder and faster.

Copies of the study are available free from the National Institute of Independent Colleges and Universities, 122 C Street, N.W., Suite 750, Washington 20001; or from the Foundation for Independent Higher Education, Four Landmark Square, Suite 218, Stamford, Conn. 06901.

FACT FILE: Corporate Support of Four-Year Institutions, Selected Years

	Total support		Private institutions			Public institutions		
	All insts.	Amount	Number	Amount	Share of total	Number	Amount	Share of total
1956-57	772	$78,300,000	654	$65,800,000	86.2%	118	$10,500,000	13.8%
1958-59	905	97,300,000	729	75,200,000	77.3	176	22,100,000	22.7
1960-61	915	127,600,000	741	92,400,000	72.4	174	35,200,000	27.6
1962-63	887	145,000,000	716	103,200,000	71.1	171	41,900,000	28.9
1968-69	853	218,400,000	671	156,100,000	71.5	185	62,300,000	28.5
1973-74	880	273,700,000	674	179,700,000	65.7	206	94,000,000	34.3
1978-79	882	436,200,000	668	260,800,000	59.8	214	175,400,000	40.2
1983-84	982	1,052,600,000	707	557,100,000	52.9	275	495,500,000	47.1
1984-85	979	1,307,500,000	709	677,700,000	51.8	270	629,800,000	48.2
1985-86	1,004	1,436,900,000	717	722,700,000	50.3	287	714,200,000	49.7
1986-87	1,008	1,547,700,000	718	832,200,000	53.8	290	715,500,000	46.2
1987-88	992	1,570,300,000	697	783,200,000	49.9	295	786,900,000	50.1

SOURCE: COUNCIL FOR AID TO EDUCATION

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